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ABSTRACT

This report discusses the activities and outcomes of Project Zenith, which was designed to recruit two cohorts of bilingual graduate students to complete a graduate program with specialized skills in the diagnosis and treatment of communicative disorders in multicultural populations in the public schools. Included in the specialized training is coursework in bilingual and alternative assessment, instructional technology, and a clinical practicum. Trainees assessed and remediated communication disorders in children who represent culturally/linguistically diverse populations, thus increasing the children's ability to achieve in literacy, language, and improving their academic performance. Specific accomplishments of the project include: (1) recruiting 35 bilingual and minority graduates, 6 who graduated in May 2002; (2) providing courses in bilingual assessment and speech and language in a cross-cultural society, student teaching, and two courses in instructional technology; (3) providing two multimedia courses; (4) assisting trainees to pass teaching examinations; and (5) providing a recruitment fair to help the trainees to select their first position. Attachments to the report include syllabi for courses on emerging technologies for teachers, graphic instructional resources design and production, speech and language in a cross-cultural society, bilingualism, and issues in bilingual/cross-cultural assessment. A final examination is also included. Materials relating to Dr. Carlos F. Salinas' presentation, "Birth Defects and Disabilities in Pre-Columbian Art," (October 6, 2000) including the San Jose University's "Spartan Daily" article "Diseases Illustrated with Art" (Kate Kositch) published October 9, 2000 are appended. (CR)

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San Jose State University
Communicative Disorders & Sciences
One Washington Square
San Jose, CA 95192-0079

Grant Performance Report – Final Report

Project Zenith

Multicultural/Multimedia/ Emphasis in Speech-Language Pathology

PR/Award Number: H029E70008-98
Funding Period
1997 - 2001

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EC 309076

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Final Report

Project Zenith
Multicultural/Multimedia/ Emphasis in Speech-Language Pathology

Project Summary

Project Zenith was designed to recruit two cohorts of bilingual graduate students to complete the graduate program with specialized skill in the diagnosis and treatment of communicative disorders in multicultural population in the public schools. Included in the specialized training is coursework in bilingual and alternative assessment, instructional technology, and clinical practicum. Trainees assessed and remediated communicative disorders in children who represent culturally/linguistically diverse populations, thus increasing the children's ability to achieve in literacy, language, and improve academic performance. These trainees will also become part of the nation's teaching force, with an understanding of the need to increase their own professional skills and the need to promote partnership with parents. These 34 trainees, upon completion of the master's degree, will each serve approximately 50 - 60 children per year, thus serving 1,700 to 2,040 speech, language and hearing disabled students per year (10 years = 17,000 – 20,400 school-age children).

Project Status at Termination

The objectives of the project were:

(1) To increase the number of bilingual students enrolled in the master's degree program in speech-language pathology at San Jose State University.

Accomplishments: The goal was to increase the number of bilingual and minority graduates in Speech-Language Pathology by 34 individuals (17 in each cohort). A total of 35 were recruited, 6 are completing the program in May 2002.

(2) To provide M.A. level trainees the competencies they will need to provide appropriate services to monolingual and bilingual infants, toddlers and children in the public schools

Accomplishments: Trainees completed courses in bilingual assessment and speech and language in a cross-cultural society, student teaching and two courses in instructional technology (syllabi included). The student teaching assignment provided the opportunity for students to be placed in situations in which services are provided in a school district with large

enrollments of children from diverse cultures where they employed their knowledge of cultural and linguistically diversity to deliver appropriate services. In addition, some supervisors were bilingual, which provided the opportunity for trainees to participate in bilingual assessments, IEPs, and counseling. The trainees attended sessions on diversity at the California Speech-Language-Hearing Association (CSHA) and ASHA conventions. In addition, students had a chance to participate in lectures provided by invited guests, such as Dr. Carlos Sanchez on "Birth Defects and Disabilities in Pre-Columbian Art" (see newspaper article).

(3) To provide the information needed for employment in the public schools of California.

Accomplishments: Representatives from California school districts made presentations to the student teaching seminar on opportunities in the public schools. Speakers, such as Jan Wilkerson, SLP supervisor in the San Jose Unified School District, representatives from the Department of Corrections who talked about opportunities in juvenile detention centers, Ken Warde from Monterey County, Judith Wells-Wallberg from Santa Clara Unified School District, and others representing local school districts in the San Jose service area. Students also were given instruction on interviewing techniques.

Students had already taken courses in the undergraduate program that provided information about federal and state laws that control special education, due process, IEP development and management, etc. Zenith trainees enrolled in a practicum in the public schools which included a seminar in which trainees developed competencies in developing IEPs, group therapy, bilingual assessment, models of service delivery, scheduling, and counseling families, clients, and teachers. These topics were covered by the student teaching supervisor, invited guests, and conference attending. Another class created for the Zenith trainees was a seminar titled "The Language Continuum: Oracy to Literacy" taught by Dr. Katharine Butler. This course introduced to the students the relationship between oral language and reading, research in reading, and methods to teach reading to children who have language disabilities.

(4) To provide trainees the opportunity to create and use multimedia in the diagnosis and treatment of communicative disorders in multicultural populations

Accomplishments: Trainees completed two multimedia courses. They developed skill in creating multimedia projects with emphasis on graphics, presentation programs, designing

materials, and augmentative systems (course syllabi attached).

(5) to help the trainees pass the NESPA and CBEST examinations

Accomplishments: Two NESPA preparation workshops were offered in October, 1999 and April 2001 by Dr. Kay Payne from Howard University. She offered strategies for successful performance on the test and practice questions that were computerized. All trainees who have taken the NESPA have passed the test. The final survey completed in March 2002 showed that 100% reported the workshops to be beneficial by providing information on the composition of the test, types of questions, time management, and opportunities to practice with similar test items. The CBEST (California Basic Skills Educational Skills Test) is required for all credentialed personnel in the state of California. A workshop was offered to all students in Communicative Disorders and Sciences with required attendance by the Zenith trainees. The CBEST workshop was conducted over a period of 4 week-ends (36 hours) to gain experience with the parts of the test. Zenith students passed all sections of the test on the first administration.

(6) to help the trainees select their first position to ensure that they will have a chance to use the information acquired in our program and to have adequate supervision.

Accomplishments: A recruitment fair was held during the last meeting of the student teachers each semester in which representatives were present from local school districts describe the district, services offered, salaries, benefits, and opportunities. Trainees had an opportunity to speak privately with the representatives, set up appointments to meet with recruiters and visit schools, and review salary schedules. In addition, speakers from the public schools presented information, scenarios, and dramatization of interviews. The trainees prepared resumes that were evaluated by the project director and discussed position choices. Advice was offered to help trainees select appropriate positions for them.

Summary

The goal of Project Zenith were met and the trainees gained experience in the delivery of speech and language services to multicultural populations, experience needed for success in the schools in California. All of the trainees have been successful, Twenty-nine of the trainees graduated and accepted jobs in the community working with children from diverse populations.

Six trainees remain in the program and will complete the master's degree at some point during 2002 calendar year. The remaining six trainees would have graduated in May or August 2002, but the summer extern practicum was cancelled due to low enrollment. A survey was sent to the trainees to determine whether the goals of Project Zenith were met. With 17 trainees responding, 100% reported that the goals of the project were met. They indicated that the multimedia and bilingual assessment courses were valuable and that they would not have gained the skill they have without those classes. Below are some written comments made by Zenith trainees:

1. The grant "allowed me to attend excellent workshops, conferences and training."
2. "I learned a lot of computer/technology based skills which have helped me."
3. "Instructional technology classes were excellent!"
4. "I was able to get extra help to pass the CBEST and NESPA."
5. "Classes in multicultural issues were helpful."

For the question, what would you change to improve the project, sample responses included the following:

1. "nothing, it was great."
2. "I would not have changed anything."
3. "Nothing, except to encourage other incoming students to enroll in the project. It is very beneficial. It gives us minority students the extra edge that we need to succeed in the field.

All trainees who have graduated are working with children, either in the public schools or private pediatric clinics. The remaining students are completing student teaching and external practicum.

EDIT 241 Emerging Technologies for Teachers

EDIT 241 Course Syllabus Emerging Technolgies

| Course Description | Course Goals | Course Objectives | Web-based Support | Professional Standards | Assignments and Grading | Mission |

Catalog Description

EDIT 241 is a systematic review of results of research studies in techniques of designing; selecting, producing, using, and evaluating the use of curriculum materials and instructional media in teaching; research studies in mass communication media; procedures applicable to setting up small-scale evaluative studies of curriculum materials and media programs within schools (3 units.)

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Course Purposes or Goals

EDIT 241 is a course for educational leaders and planners to prepare them for future changes in educational technology. It is based in research, theory, educational philosophy, history, and current trends in technology, education, and training. It relates cycles of change to paradigm shifts in order to interpret current trends and project future developments.

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Course Objectives

Upon completion of this course, students will be able to:

- Trace the history and relate the introduction and growth of mass, individual, and interactive instructional technologies in the 20th century to innovations and societal needs.
- Identify individuals and groups who have significantly impacted the introduction of newer technologies in the educational arena.
- Summarize significant research findings that impact the design, implementation, and evaluation of instructional media and materials.
- Determine the reasons for paradigm shifts in instructional technologies and the impact of those changes on resultant classroom practice.
- Identify and evaluate the characteristics, educational impact, and curricular usage of newly developed technologies including: multimedia, interactive video, DVD,

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CD-ROM, and digitized imaging.
- Identify and evaluate the characteristics and roles of multisensory experiences, including: simulations, virtual reality, and environmental learning.
- Use a computer application to manipulate and analyze data (e.g. create, use, and report from a database; and create charts and reports from a spreadsheet).
- Communicate through a variety of electronic media (e.g. presentations incorporating images and sound, web pages, and portfolios).
- Interact and collaborate with others using computer-based collaborative tools (e.g. threaded discussion groups, newsgroups, electronic list management applications, online chat, and audio/video conferences).
- Demonstrate competence in evaluating the authenticity, reliability, bias of the data gathered; determine outcomes and evaluate the success of effectiveness of the process used.
- Optimize lessons based upon the technological resources available in the classroom, school library media center, computer lab, district and county facilities, and other locations.
- Design, adapt, and use lessons which address the students' needs to develop information literacy and problem-solving skills as tools for lifelong learning.
- Create or make use of learning environments inside the classroom, as well as in library media centers or computer labs, that promote effective use of technology aligned with the curriculum.
- Use technology in lessons to increase each students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions.
- Use technology as a tool for assessing students' learning and for providing feedback to students and their parents.
- Monitor and reflect upon the results of using technology in instruction and adapt lessons accordingly.
- Collaborate with other teachers, mentors, librarians, resource specialists, and other experts to support technology-enhanced curriculum. For example, collaborate on interdisciplinary lessons or cross grade level projects.
- Contribute to site-based planning or local decision making regarding the use of technology and acquisition of technological resources.

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Web-based Support

Course hand outs, copies of previous examinations, homework assignments, PowerPoint lectures, class readings, notetaking shells for class and so forth may be obtained from the EDIT 241 Interactive Syllabus. The address of the syllabus is:

http://www.sjsu.edu/depts/it/edit241e/index.html OR

http://sweeneyhall.sjsu.edu/depts/it/edit241e/index.html

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Optional References and Texts in Emerging Technologies:

- Day, G.S. (2000). Wharton on Managing Emerging Technologies. John Wiley & Sons; ISBN: 0471361216.
- Demo. Online information on emerging technologies. http://www.demo.com Irwin, J.D. & Wu, C.H. (1997). Emerging Multimedia Computer Communication
- Technologies. Prentice Hall PTR; ISBN: 013079967X.
- Infowave. Online information on Emerging Technologies. http://www.waveman.com
- Kendall, K.E. (2001). Emerging Information Technologies: Improving Decisions, Cooperation, and Infrastructure. Sage Publications.
- MaxIT. Online information on emerging teaching and training technologies.

http://www.maxit.com
- O'Reilly Network. Online information on Emerging Technologies. http://www.oreillynet.com
- The Science Advisory board. Online information on Emerging Technologies. http://www.scienceboard.net
- Titan Technologies. Online information on Emerging Technologies. http://www.titan.com/intro.html
- Visual Technologies. Online information on Emerging Technologies. http://www.vistech.com

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Professional Standards

It is assumed that all students are practitioners in the field of educational technology. As such, the highest of standards are expected in professional conduct and in workmanship. Assignments are to be turned in on their due dates, late assignments will be accepted only with a valid medical excuse. Late work will be penalized one letter grade per class meeting. All work is to be word processed - handwritten work is unacceptable. It is anticipated that students will maintain the highest of professional standards in their class attendance and participation.

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Assignments and Grading

Grades

A - 90 to 100% of the total possible points

B - 80 to 89% of the total possible points

C - 70 to 79 % of the total possible points

D - 60 to 69% of the total possible points

F - 0 to 59% of the total possible points

Reflective Diary (100 points) - Students are to collect reflective teaching assignments and place them in a binder. The purpose of this diary is to showcase each students ability to integrate technology into classroom and/or learning activities. Reflective teaching activities are typically handed out in classroom discussion. A wordprocessed version of each activity is also found at the class web site &endash; saved as a .doc file (which may be downloaded and completed on the students computer).

Poster Session (100 points) - Students are to prepare a poster presentation on an emerging technology. The poster presentation is to focus on an emerging technology. In addition to the poster session, students should prepare a written report on the technology. Reports should cover the following: description of the technology, developers of the technology, current or projected uses of the technology, costs, specialized equipment or standards for usage, availability, physical access, adaptability, level of interactivity, type of control, vendor or producer information, educational applications of the technology and a bibliography covering salient sources.

Final Assessment - (100 points) - A cognitive assessment instrument measuring students' knowledge of the content covered in lecture and in the textbook will be administered on the 14th class meeting date. Students are responsible for having independently read and understood the content of the textbook and for having interacted with material presented in the class meetings.

Fudge Factor Five (25 to 100 points) - From time to time during the course, smaller in-class and out-of-class assignments will be made by the instructor. These assignments will be announced at the time they are made and point values will be announced as assignments are made.

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Criteria for Evaluation of Projects

Projects will be evaluated on the following criteria:

1. Educational application
2. Technical quality
3. Use of technologies
4. Product delivery

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Mission Statement

The College of Education continues a long history of preparing educators for a diverse, technologically complex society. Programs prepare students in a variety of educational fields, including teaching and other areas of specialization. Although a large majority of students are graduate candidates seeking California educational credentials or Master's degrees, undergraduate programs in Child Development and Speech Pathology and Audiology are also available.

Within the college, the Instructional Technology Program offers a curse of studies that has an emphasis on instructional materials and technology of instruction. Course offered include basic production and utilization courses intended for students seeking basic training credentials as well as advanced courses for those students specializing in materials preparation, media services, computer utilization and instructional design.

Instructional Technology Department Mission

The mission of the Instructional Technology Department in the College of Education at San José State University is to prepare instructional designers who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all learners in a culturally diverse, technologically complex, global community. The policies and practices of the Instructional Technology Department in the College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that:

- Every student has access to an excellent and equitable education.
- All graduates have knowledge of subject matter and audience, excellent pedagogy and androgyny, and dispositions and habits of mind that ensure that all learners have equitable access to an excellent education.
- All stakeholders are involved in the professional conversation and decision-making that delineate standards, assign resources, and guide program design and reward accomplishment in the Department and throughout the College.
- Educators at every level value and engage in ethical practice in a collegial community of learners.

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San José State UNIVERSITY

Graphic Instructional Resources Design & Production EDIT 273

Syllabus for Springl 2002

Prof. Patty Viajar
Class meeting time: Tuesday 4:00 - 6:45pm
Classroom location: Foothill Community College
Office location: 425 Sweeney Hall
Office hours: TBA
Phone: (408) 924-3620
FAX: (408) 295-3935
E mail: pviajar@email.sjsu.edu

Catalog Description

EDIT 273 involves students in the application of communications and visualization theories and learning principles to the design of graphic instructional materials to improve individual and group learning. This course includes the design, preparation, production, evaluation, presentation, utilization, and distribution of study materials and guides. (Prerequisite: Basic graphic skills and consent of the instructor 3 units).

Course Purposes or Goals

EDIT 273 prepares educators to creatively and effectively apply instructional design principles and media in support of learning and improvement of the human condition. The course content is consistent with the emphasis in the College Mission Statement of the technologically complex society in which education occurs. Other themes addressed in the course include preparing students to establish educational environments that enable individuals to learn and achieve to their full potential and preparing students to design, produce, and use graphically enhanced instructional materials. Currently, the course emphasizes perceptual theory, communication models, imagery and memory, learning, and instructional message design theories. These sources investigate and seek to discover how to optimize learning conditions in order to enhance cognitive and affective learning processes. Graphic design and visualization theories provide a rich base of methodologies to enhance the teaching and learning process.

Course Objectives

Upon completion of this course, students will be able to:

- Describe the advantages of using graphics to enhance instructional materials.
- Explain how differences in perception affect the learning process.
- Discuss the gender and equity implications for presenting and designing instructional materials.
- Differentiate between various models of communication theory.
- Describe the relationship among visual thinking, learning, communication, and literacy.
- Explain how the perceptual process serves as a link among art, music, literature, film,

and video.

- Discuss how symbols influence communications.
- Define visual aspects of language.
- Discuss the relationship that exists between deconstruction and communication.
- Use information about perception, communication and learning principles to develop instructional products.
- Prepare instructional products using instructional design systems, planning concepts and specification documents.
- Demonstrate the contribution of graphics to ease the use of instructional materials.
- Apply fundamental design, layout and graphic skills in the creation of instructional materials.
- Practice using desktop publishing tools and computer graphic skills to produce instructional products and presentations.
- Evaluate packaging, graphic design, and ease of use factors in professional instructional products.
- Demonstrate the ability to prepare the various steps of the graphic design process such as story boarding, text and image acquisition, text and image manipulation, thumbnails, rough drafts and comprehensives.
- Integrate project planning in graphic instructional production.
- Develop graphic presentation skills.

Schedule of Course Meetings

1 Design Theory, Papers, Templates, & Production Pieces

2 Research in Visualization & Language Acquisition Williams-Design Chs. 1-6

3 Elements of Design

4 Research in Color & Cueing Strategies

5 Storyboarding

6 Scripting

7 Photography

8 Photonovellas

9 Animation, Cartooing, Motion Studies

10 Computer Screen Design

11 Graphics for Screen Design

12 Web-based Design

13 Web-based Graphics

14 Open Lab Time

15 Final presentation

Professional Standards

It is assumed that all students are practitioners in the field of educational technology. As such, the highest of standards are expected in professional conduct and in workmanship.

Assignments are to be turned in on their due dates, late assignments will be accepted only with a valid medical excuse. Late work will be penalized one letter grade per class meeting. in no case, should students presume that the instructor will grant an incomplete grade at the end of the semester. Work not completed at the end of the semester will be scored as 0 and entered into the grade book as such. All work is to be word processed -handwritten work is unacceptable. It is anticipated that students will maintain the highest of professional standards in their class attendance and in class participation.

Textbooks

Williams, R. (1994). *The Non-Designer's Design Book: Design and Typographic Principles for the Visual Novice*. Berkeley, CA: Peachpit.

(Optional)

Adler, E. (1993). *Everyone's Guide to Successful Publications* . Berkeley, CA: Peachpit.

Jacobson, J.& Raymer, D. (1999) *Graphic Organizers* . Scholastic.

Marguillies, N. & Maal, N. (2002) *Mapping Inner Space* . Zephyr Press, Phoenix, AZ.

McClud, Scott (1993) *Understanding Comics* . Harper, N.Y.

Steuer,S. (1999) *The Illustrator Wow!* Book Peachpit Press, Berkeley, Ca.

Tufte, E. (1999) *The Visual Display of Quantitative Information* . Graphics Press.

Tufte, E. (1997). *Visual Explanations : Images and Quantities, Evidence and Narrative* . Graphics Press.

Williams, R.& Davis, N. (1999). *The Non-Designer's Type Book : Insights and Techniques for Creating Professional-Level Type* . Berkeley, CA: Peachpit Press.

Assignments and Grading

A - 90 to 100% of the total possible points
B - 80 to 89% of the total possible points
C - 70 to 79 % of the total possible points
D - 60 to 69% of the total possible points
F - 0 to 59% of the total possible points

Assignments

Critique (100 points) - Critique a design piece according to Williams criterion. Describe the contrast, repetition, alignment, and proximity found in the piece. Write ups should be about 1 to 3 pages in length and should reflect a student's understanding of design elements.

One pager (100 points) - Design or create a promotional piece of work; a one pager which incorporates multiple fonts, multiple sized fonts, scanned images or clip art, rotated or altered text, grayscale elements, organizational logo, and enlarged or rotated images. Works should be camera ready and turned in as part of the student's portfolio.

Info-brochure or Trifold (100 points) - Design, create and illustrate an info-brochure or a trifold;

that is, a visually enhanced informational handout (trifold mailer, one-page brochure, info-packet, or pamphlet) which incorporates a graphic, graphic representation of data, and text. Works should be camera ready andturned in as part of the student's portfolio.

Photonovela (100 points) - Design, create, and illustrate one page of an educational photonovela. Photonovelas should highlight the student's ability to convert verbal information into a vignette, to script, linguistically scaffold, and storyboard educational information. Works should be turned in as part of the student's portfolio

Computer Screen Design - (100 points) - Students are to design an original computer screen design. The work should be turned in hard copy, as part of the student's portfolio. Works should be created so that they may be incorporated as a background for HyperCard, SuperCard, HyperStudio, Director, Linkway, Powerpoint, More, Astound or Authorware.

Web Page Design (100 points) - Students are to design a web page using the elements of "good" design. Products are to be turned in as hardopy as part of the portfolio.

Portfolio- (200 points) - In addition to the five required works, students are to assemble their professional design portfolio and include 3 works of their choice on the due date (August 4, 1997).

Grading Criteria

Projects will be evaluated on the following criteria:

- Contrast
- Repetition
- Alignment
- Proximity
- Creativity
- Technical Aspects

Knowledge Base

Upon completion of the course, students will demonstrate their proficiency in the use of graphics:

- Prepare visually enhanced instructional projects.
- Demonstrate proficiency in using graphic arts design and production tools.
- Design, create, and illustrate educational works, promotional pieces, invitational pieces, info-brochures, fotonovelas, and computer animations.
- Demonstrate proficiency in the acquisition of images from clip art, scanners, CD-ROMs, floppy discs and other digitized images.
- Manipulate text wrapped around an image; enlarge and rotate images; manipulate font styles, types, and sizes; rotate text; use multiple columns; incorporate graphic representations of information; utilize grayscale elements; and incorporate spot color and full color into graphic designs.
- Design, create, and illustrate computer animations for educational purposes.
- Demonstrate the ability to distribute materials in printed and digital formats.
- Show familiarity with the research base associated with graphics media.
- Differentiate between quantitative and qualitative representations of data.

Production Requirement

EDSP 262

San José State University
College of Education

Speech and Language in a Cross-Cultural Society

Fall 2001

General Information:

Henriette W. Langdon, Ed.D. CCC-SLP
Associate Professor- Communicative Disorders and Sciences

Meets: Tuesdays-4:00 PM-6:45 PM
Sweeney Hall Room 315

Office: SH118D
Office Hours: Mondays 3:00 PM-7:00 PM
Tuesdays 2:00 PM- 3:00 PM
and/or by appointment

408-924-4019
E mail: hlangdon@email.sjsu.edu
I will answer your phone and/or E-mail as promptly as I can.

Course Description:

The course covers theories and research on bilingual language acquisition, second language learning, and discusses the relationships between bilingualism, cognitive development and academic achievement. Application of this knowledge is further discussed in assessment (language difference vs. disorder), intervention and instructional practices.

Knowledge Base:

The knowledge base includes linguistic, sociolinguistic, educational and legislative philosophies and practices as they relate to bilingual language acquisition and learning in formal and informal contexts. It includes a review of history of bilingual education in the United States. Whenever possible, a global perspective will be offered to the issues discussed. Knowledge about assessment and intervention practices from first language will be applied in discussing issues as they relate to second language development.

Prerequisites:

EDSE 102

Standards:

This class meets components of several standards:

Standard 12: Educating Diverse Learners with Disabilities

12.1 Understanding and sensitivity toward heritage, family, and community values.

12.4 Principles of first and second language development

12.5 Principles of second language acquisition and teaching strategies and materials for the education of students whose primary language is not English.

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Standard 15: Managing Learning Environments

15.1 Ability to design and implement a learning environment that promotes positive student behavior and encourages active participation by learners in a variety of learning activities and settings.

Standard 20-Speech, Language, and Hearing Acquisition.

20.2 Understanding of the linguistic, psycholinguistic, and cultural variables related to the normal development of speech, language, and hearing.

20.3 Comprehension of second language acquisition and linguistic dialectal variation.

Standard 24-Management of Speech and Language Disorders

24.1 Knowledge of management procedures, including remediation principles used in habilitation and rehabilitation for children and adults with various disorders of communication in their primary languages.

Competencies: Upon completion of this course, the student will demonstrate:

1- Knowledge of theories and variables associated with successful second language acquisition

2- The ability to apply the literature on cross-cultural language socialization practices and culturally based values and beliefs to bilingualism and potential educational outcomes.

3-Understanding of research on bilingualism and its applications to intervention and bilingual education practices and options.

4- Understanding of the philosophical, legislative and practical issues involved in least-biasing assessment, and

5- Understanding of the scope of practice and role of SLPs with bilingual/bicultural students/clients with and without speech and language disorders.

Resources:

Texts:

Baker, C ,(2001, a). Foundations of bilingual education and bilingualism. (3rd.Edition) Clevedon, UK: Multilingual Matters Ltd.

Baker, C. (2001.b). A parents' and teachers' guide to bilingualism. (2nd Edition) Clevedon, UK: Multilingual Matters., Ltd.

Topics of Language Disorders (1999)-Selected articles –Volume 19.No.4

Reference Books:

Arnberg, L (1987). Raising children bilingually: The preschool years. Clevedon, UK Multilingual Matters Ltd.

August , D. & Hakuta, K (Eds) (1998). Education of language minority children: Washington, D.C.: National Research Council Institute of Medicine.

Baca, L.M. & Cervantes, H.T. (1998). The bilingual special education interface. (3rd edition). Columbus, OH: Merrill

Baker, C. & Jones, P.J. (1998). An encyclopedia of bilingualism and bilingual education: Clevedon, UK: Multilingual Matters

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Bialystok, E. (Ed) (1991). Language processing in bilingual children: Cambridge: Cambridge University Press.

Cheng, L.L. (1991). Assessment of Asian language performance. Oceanside, CA: Academic Communication Associates.

Crawford, J (Ed) (1989). Bilingual education: History, politics, theory and practice. Trenton, N.J: Crane Publishing.

Cummins, J. (1984). Bilingualism and special education: Issues in Assessment and pedagogy. Clevedon, UK: Multilingual Matters Ltd.

Edwards, J (1994).Multingualism. London: Routledge

Genesee, F. (1994). Educating second language children. Cambridge: Cambridge University Press.

Harry, B. (1992). Cultural diversity, families and the special education system: Communication and empowerment. New York: Teachers College Press.

Heath, S. B (1986) .Sociocultural contexts of language development. Office of bilingual and bicultural education (Eds), Beyond language: Social and cultural factors in schooling language minority students. Los Angeles California State University,Evaluation, Dissemination and Assessment Center.

Gersten, R.M. & Jiménez, R.T (Eds) (1998). Promoting learning for culturally and linguistically diverse students. Belmont, CA: Wadsworth Publishing Company.

Krashen, S. (1982). Principles and practices in second language acquisition. Oxford: Pergamon Press.

Langdon, H.W with L.L.Cheng (1992). Hispanic children and adults with communication disorders: Assessment and intervention. Gaithersbourg, MD: Aspen.

Langdon, H.W. & Saenz, T.T (1996). Language assessment and intervention with multicultural students. Oceanside, CA: Academic Communication Associates.

Langdon, H.W.& Cheng, L.L. (In Print).Collaborating with interpreters and translators: A guide for the communication disorders professional. Eau Claire, WI: Thinking Publications.

Nieto, S. (1996). Affirming diversity: The sociopolitical context of multicultural education. New York: Longman.

Trueba, H.T (1989). Raising silent voices: Educating the linguistic minorities for the 21st century. New York: Newbury House.

Journals:

Journal of Multilingual and Multicultural Development
Multicultural Perspectives
Second Language Acquisition Journal
Teachers of English to Students of Other Languages (TESOL)
The Bilingual Family Newsletter
Voices-Journal of the Multicultural and Linguistic Division of CEC

Websites (Some key sources)

NABE
CABE
Resources and links to Bilingual Education
Bilingual Education Resources on the Net
Bilingual Education in California
CDE Bilingual Education Network

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Course Overview and Topics:

Date	TOPICS AND ASSIGNMENTS
8/28	Introduction-Bilingualism-Definitions Chapter 1
9/4	How do we measure bilingualism? Chapter 2
9/11	Languages in Society : Changes and Shifts in Bilingualism Chapters 3 and 4 **Assignment No.1 due**
9/18	Early Bilingual Development Chapter 5
9/25	Second Language Acquisition and Learning Chapter 6 **Assignment No. 2 due**
10/2	Bilingualism , Cognition, and Learning Chapters 7 and 8
10/9	Bilingualism and Biliteracy-Programs Chapters 9 and 10 **QUIZ due**
10/16	Effective Bilingual Programs Chapters 11 and 12
10/23	Implementing Effective Bilingual Education Classrooms Chapter 13 **Assignment No.3 due**
10/30	Literacy in a Multicultural Society Chapters 15 and 16 **Assignment No.4 due**
11/6	The Politics of Bilingualism Chapter 18
11/13	Many Voices, Many tongues: Accents, Dialects, and Variations **Topics in Language Disorders: Vol.19-No.4 August 1999** Articles by **Cheng, Langdon, Seymour et al., and Montgomery** **Summaries and Oral Presentations**
11/20	**WORK ON FINAL PROJECT-NO CLASS**
11/27	Bilingual Schooling Issues: Differences vs. Disorders Chapter 14
12/7	**CLASS PRESENTATIONS**
12/11	**Continuation –Joint meeting with BAMSHA and Speaker (TBA)**

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Assignments:

ASSIGNMENT No. 1
DUE 9/11
50 POINTS
Individual Assignment

Interview the person according to the questionnaire, which will be constructed in class.

Group 1-Child who is between 8 and 14.
Group 2-Adolescent between 15-18
Group 3-Young adult 19-24
Group 4-Adult 25-40
Group 5-Older Adult

1-Reflect on your interview with your bilingual subject (20 points)
2-Indicate what you learned about the project, and how you will implement it in your future work as a speech-language pathologist.
3- Oral report on your experience (no more than 2 minutes) (10 points)
Write a two -page paper (double spaced)

ASSIGNMENT No .2
DUE 9/25
75 POINTS
Individual Assignment

Visit your local school district of residence, find out which languages are spoken and to what proportion. (List percentages).

1-Describe the source of your information.
2-Describe the main characteristics of the three of the most common languages spoken in the school. Include some important linguistic characteristics as well as major cultural/social features of the language.
Write a three- page paper (double spaced) with at least two references using APA style.

QUIZ (Individual work)
Due 10/9
50 POINTS

ASSIGNMENT No .3
DUE 10/23
75 POINTS
Work with a partner

1-Summarize the section you have been assigned to from the
A PARENTS' AND TEACHERS'GUIDE TO BILINGUALISM
2- Select three points that were the most interesting to you and
say why? How might you use this information in your work as an SLP?
3- Design a brochure for a parent that would address those issues.

The summary and the three points should be addressed in a paper three pages long
. Each area is worth 25 points

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ASSIGNMENT No. 4
DUE 10/30
50 POINTS
Work with a partner

In a group of two students, but not more, observe a bilingual teacher during reading instruction. Describe:

1-What you observed (what was the teacher doing?)
2-What was the activity, the goal of the activity, the method of instruction.
3- Discuss which language was used?
4-Comment on the involvement of the students' activity. Did the teacher use any accommodation to meet students' individual needs?
5- If you were teaching the group, what would you do differently if anything and why. Did you feel the lesson was effective?

Write a three page paper summarizing your observations-Compare and contrast what you each observed

---

SUMMARIES
Work with a partner
DUE: 11/13
50 POINTS

1-Summary of your article:
2-Comment on the style and clarity of the article.
3-How can you use the information in your work as an SLP?

Write your thoughts in a two page paper

CLASS PRESENTATIONS
DUE 12/4 and 12/11
125 points (100 points written-25 points oral)

In groups of three but not more select one topic of your interest. Do a search of your topic using a literature review. Submit a proposal for your topic with an outline by 11/2 for my approval and feedback. There should be a practical component to your project (for example, a questionnaire, a research proposal, a proposed inservice for parents or teachers, or both, a proposed ASHA/CSHA poster session.

Make a 20 minute presentation where you summarize your topic and share the practical component of your project. Information must be presented in a Poster Board Format. The top three projects will be presented at the Multicultural Event sponsored by the College of Education in the Spring of 2002.

Submit a written report of no less but not more than 8 pages, which includes the bibliography. Include book, journal, and website references. The paper should be written following APA style.

Details about the sections in the paper will be discussed during the semester.

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Grading: (Please read the following information carefully):

- The final grade is based on fulfilling the above readings and assignments in a timely fashion using the point award system described below.

- All assignments must be typed. Assignments which are handwritten will be returned. Points (two points per day) will be discounted for assignments that are turned in late unless there is a valid reason, which needs to be discussed with the instructor.

- The midterm exam is due on the designated date.

- **Regular attendance and constructive class participation will be welcome and may be helpful in improving award of a given grade.**

- Coming on time and leaving after the class is dismissed will be very much appreciated. Pagers and cellular phones should be off during class unless you have an emergency and you let me know.

Finally:

- WELCOME TO MY CLASS. I LOOK FORWARD TO WORKING WITH YOU THIS SEMESTER. THE SUCCESS OF THE CLASS DEPENDS ON YOUR COMMITMENT. LET ME KNOW HOW I CAN HELP YOU. I WILL BE WILLING TO BE OF ASSISTANCE AS MUCH AS POSSIBLE,

- I WOULD LIKE TO HAVE A CLASS WHERE IDEAS ARE SHARED. PLEASE RESPECT OTHER PEOPLES' POINTS OF VIEW. IF YOU HAVE A SPECIFIC CONCERN, PLEASE SEE ME AFTER CLASS.
THANK YOU FOR YOUR HELP!!

Point award:	Due date	Points
Assignment 1	due 9-11	50 points
Assignment 2	due 9-25	75 points
Quiz	due 10-9	50 points
Assignment 3	due 10-23	75 points
Assignment 4	due 10-30	50 points
Summaries	due 11-13	50 points
Presentations	due 12-4 & 11	125 points
Participation, collaboration		25 points
TOTAL POSSIBLE POINTS=		**500**

A+	**98-100**	**A**	**94-97**		**A-**	**90-93**		
B+	**87-89**		**B**	**84-86**		**B-**	**80-83**	
C+	**77-79**		**C**	**74-76**		**C-**	**70-73**	
D	**60-69**		**F<60**					

Student Rights Please refer to pp 31-32 in the SJSU FALL 2001 Course Schedule

Please take a few minutes to tell me about yourself:

EDSP- 262 - Fall semester 2001

Name:_____

Phone where you can be easily reached:_____ E-mail:_____

Work setting: Please list school, grade, and/or subject(s)_____

Do you hold any job at the moment? What type of work?:

_____

What experience(s) have you had in working with multicultural/multilingual students/individuals ?

_____

_____

What language other than English do you speak?:_____

Where, how, did you acquire the language?_____

What is your proficiency (Rate yourself from 1 to 5)?

Oral language:_____

Written language:_____

What is your definition of a good teacher?_____

How do you learn best?_____

Thank you!! Henriette W. Langdon, Ed. D. F- CCC-SLP

EDSP 263
San José State University
College of Education
Issues in Bilingual/Cross-cultural Assessment
Spring 2002

General Information:

Henriette W. Langdon, Ed.D. CCC-SLP
Associate Professor- Communicative Disorders and Sciences
Meets: Wednesdays 4:00 PM-6:45 PM
Sweeney Hall 120

Office: SH 118-A
Office Hours: Mondays 3:00 PM-7:00 PM
Tuesdays 2:00 PM- 3:00 PM
and/or by appointment
Phone: 408-924-4019
E mail: hlangdon@email.sjsu.edu
I will answer your phone and/or E-mail as promptly as I can.

MISSION STATEMENTS

College of Education: The mission of the College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department: The mission of Communication Disorders and Sciences is to provide a high quality program for speech-language pathologists to meet the communicative needs of our increasingly diverse multilingual/multicultural population. The program follows an academic and clinical curriculum based on a sound theoretical framework and research findings which promote competent practitioners who participate in life-long learning experiences. The program is enhanced through faculty, academic, and clinical expertise, transdisciplinary and family collaboration and technological advancements in assessment and intervention.

Course Description:

This course is designed to learn and to practice best known strategies in conducting fair speech and language assessments of individuals from diverse linguistic and cultural backgrounds. The results of this process will enable clinicians to plan appropriate intervention strategies to enhance those individuals' communication skills and success in the mainstream educational and work settings.

This course develops competencies in assessment of bilingual/bicultural children, and offers a more general overview on adults. It includes information on understanding the historical perspectives/philosophies and underlying assumptions of standardized tests, test construction (psychometrics) and legal issues involved in the assessment process. The use

of alternative practices (including curriculum and criterion-based assessment), interviews, dynamic assessment, descriptive analysis, classroom observations, other professionals and families as well as collaboration with interpreters/translators will be discussed to provide a more holistic and fair assessment about these individuals' linguistic, learning and communicative abilities. Intervention issues and strategies to work and assess the individual 's progress will be reviewed as well.

Knowledge Base:

The knowledge base includes linguistic, psychometric, pedagogical, and legal aspects that play a role in the identification and assessment of bilingual/bicultural individuals and to some extent adults with an emphasis on the application of current theory in the use and interpretation of alternative assessment procedures.

Prerequisites:

Instructor's permission.

Standards:

This class meets the following standards:

Standard 10 : Professional, Legal , and Ethical Practices
Each candidate demonstrates knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.

Standard 12:Educating Diverse Learners with Disabilities

Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socioeconomic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities

Standard 15: Managing Learning Environments

Each candidate demonstrates knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. The candidate demonstrates knowledge of behavioral management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory.

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Standard 17: Assessment, Curriculum, and Instruction

Each candidate demonstrates knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. Each candidate demonstrates appropriate use of principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities.

Standard 20: Speech, Language, and Hearing Acquisition

Each candidate exhibits knowledge of the development and acquisition of speech, language and hearing skills, including language difference/dialectical variation and second language acquisition.

Competencies:

Upon completion of this course, the student will demonstrate:

1- Understanding of the historical perspectives and assumptions underling standardized testing.

2- Knowledge of legal and pedagogical issues in the identification, referral, and assessment of bilingual/bicultural individuals.

3- Evaluating the advantages and limitations of standardized tests. Implications for bilingual/bicultural children and individuals.

4-Skills in selecting, using, and interpreting alternative assessment procedures including working collaboratively with an interpreter/translator.

5- Ability to write and implement appropriate intervention procedures for bilingual/bicultural individuals .

Resources:

Required Texts:

Farr, B.P. & Trumbull E.(1997). *Assessment alternatives for diverse classrooms.* Clevedon, UK: Multilingual Matters Ltd.

Langdon, H., W. & Cheng, L.L. (2002). *Collaborating with interpreters and translators A Guide for communication disorders professionals.* Eau Claire, WI: Thinking Publications.

Wallace, G.L. (1997). *Multicultural neurogenics: A resource for speech-language pathologists.* San Antonio: Communication Skills Builders. .

Recommended Text:

Langdon, H.W with L.L.Cheng (1992). *Hispanic children and adults with communication disorders: Assessment and intervention.* Gaithersbourg, MD: Aspen.

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Reference Books:

August, D. & Hakuta, K. (Eds,), (1998). *Education of language minority children*. Washington, D.C.: National Research Council Institute of Medicine.

Baker, C. (1997). *An encyclopedia of bilingualism*: Clevedon, UK: Multilingual Matters.

Brice, A.E (2002). *The Hispanic child: Speech, language, culture and education.* Boston: Allyn and Bacon.

Cheng, L.L. (1991). *Assessment of Asian language performance*. Oceanside, CA: Academic Communication Associates.

Genesee, F. (1994). *Educating second language children.* Cambridge: Cambridge University Press.

Goldstein, B. (2000). *Cultural and linguistic diversity resource guide for speech-pathologists*. San Diego: Singular

Hamayan, E.V., & Damico, J. (1991). *Limiting bias in the assessment of bilingual students.* Austin, TX: Pro-Ed.

Harry B. (1992). *Cultural diversity, families and the special education system: Communication and empowerment.* New York: Teachers College Press.

Kamhi, A., K. Pollock., & J.Harris (Eds.), *Communication development and disorders of African American children.* Baltimore: Paul H. Brooks.

Gersten, R.M. & Jiménez, R.T (Eds) (1998). *Promoting learning for culturally and linguistically diverse students.* Belmont, CA: Wadsworth Publishing Company.

Kayser, H. (Ed.), and (1995) *Bilingual speech-language pathology: An Hispanic focus.* San Diego: Singular Publications.

Kayser, H. (1998). *Assessment and intervention resource for Hispanic children.* San Diego: Singular Publications.

Langdon, H.W. & Saenz, T.T (1996). *Language assessment and intervention with multicultural students.* Oceanside, CA: Academic Communication Associates.

Nieto, S. (1992). *Affirming diversity: The sociopolitical context of multicultural education.* New York: Longman.

Roberts, P. (2001). *Aphasia assessment and treatment for bilingual and culturally diverse patients.* In R. Chapey, (Ed,). Language intervention strategies in aphasia and related neurogenic communication disorders (pp.209- [232). Philadelphia: Lippincott.

Roseberry-Mc-Kibbin, C. (2002)(2nd edition). *Multicultural students with special language needs.* Oceanside, CA: Academic Communication Associates.

Trueba, H.T (1989). *Raising silent voices: Educating the linguistic minorities for the 21st century.* New York: Newbury House.

Van Keuken, J., Weddington, G., & De Bose, C. (1998). *Speech, language, learning and the* African-*American child.* Boston: Allyn & Bacon.

Journals:

AmericanJournal of Speech–Language Pathology
Language, Speech, and Hearing Services in the Schools
Topics in Language Disorders
Journal of Communication Disorders
Exceptional Children
Journal of Multilingual and Multicultural Development
Multicultural Perspectives
Second Language Acquisition Journal
Teachers of English to Students of Other Languages (TESOL)
Voices-Journal of the Multicultural and Linguistic Division of CEC

Langdon, H.W.-EDSP 263- 5

Websites (Some key sources)

ASHA
NABE
CABE
Resources and links to Bilingual Education
Bilingual Education Resources on the Net
Bilingual Education in California
CDE Bilingual Education Network
Look under Tests

Course Overview and Topics:

Date	TOPICS AND ASSIGNMENTS
1/23	Course Overview-Chapter1 (Farr & Trumbull) Chapter 2 (Wallace) The Challenge of Assessment (School age students) Preparing for patient contact (Adults)
1/30	Historical Perspectives on Testing Chapter 2 (Farr and Trumbull) Proposition 227 in California
2/6	Optimal Curriculum and Learning Environments Chapter 3 (Farr and Trumbull) Chapter 5 (Wallace)
2/13	Language Use in Instruction and Assessment Chapter 4 (Farr and Trumbull) Chapter 4 (Wallace)
2/20	Presentations on diverse groups African American, Hispanic, American Indians, Asian Populations. Pacific Islanders Chapters in Wallace (7 through 11) **Project No.1 due (See details below) Oral Presentation**
2/27	Speech and Language Assessments: Tests Available in the Target Language General Procedures Chapter 7(Langdon) Practice in class
3/6	Practice continued
3/13	Working with Interpreters and Translators Balancing linguistic and cultural variables Assessment Issues Langdon & Cheng (Chapters 4 and 5)

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3/20	Focus on Speech-Language Pathology and Audiology Langdon & Cheng (Chapter 6) **Quick Take Home Exam No.1 distributed**
3/27	**SPRING BREAK**
4/3	Collecting data from interpreters **NO CLASS**
4/10	Language Sampling Dynamic Assessment Curriculum Based Assessment-Criterion –based Assessments Chapter 5 (Farr and Trumbull) **PROJECT No.2 due (Interview with interpreter)** **Quick Take Home Exam No.1 due**
4/1t	Alternative Modes of Assessment (Cont.) Portfolios Chapter 6 (Farr and Trumbull)
4/24	Management of Bilingual Aphasic Adults In Chapey
5/1	Intervention Issues Chapter 8 (Langdon)
5/8	Service Delivery Models Chapter 9 (Langdon)
5/15	Summary of Class- Reports **PROJECT No. 3 due (Cases)** **Quick Take Home Exam No.2 distributed**
5/22	**Quick Take Home Exam No.2 due or before.** **No formal class.**

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Assignments: Three assignments, which are described below.
Two quick take- home quizzes

PROJECT No.1 (Standards 10-12-15-17)
BROCHURES ON VARIOUS CULTURAL/LINGUSTIC GROUPS
A GROUP PROJECT (2 -3persons)
Due 2-20-2002

1-Read your assigned chapter.
2- Summarize key information in a brochure under the following headings:

A-Demographics and Brief Historical Overview
B-Communication Patterns
C-Cognitive/Learning Patterns
D-Health Issues
E-Food Preferences
F-Three Implications for clinical Management.

Be as thorough and creative as possible.
Provide an oral presentation to the class. (15 minutes)
Comment on what you learned-Tell us why this information is useful, is it essential?

PROJECT No. 2 (Standards 10-12-15-17-20)
Interviewing an Interpreter/Translator (Individual Project)
Due 4-10-2002

Each student will be requested to contact one interpreter and report the interview in a three double–spaced paper. Please include the answers to your interview questions as an attachment to the paper. The paper must be typed and included in a manila folder.

Interview an interpreter/translator who has preferably worked with a speech-language pathologist, a psychologist, and /or educators. Use the questionnaire below to collect your information,

Summarize what you learned from this experience in a paragraph.

QUESTIONNAIRE FOR THE INTERPRETER/TRANSLATOR (I/T)

Setting (school, hospital, clinic, other (state what type): _____

Language(s): _____

How may years of experience? _____

Has I/T received any training? _____If so, where, when, how long was the training?

_____

Does the I/T have opportunities for continued training? _____How often?

_____

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When does the I/T work with an SLP, psychologist, special, regular educator? Circle all that apply: Interviews
Assessment
Conferences to report results and/or progress
Therapy
Which one(s) is/are the most frequent? _____

1-How many hours does the I/T work in the setting/week? _____
2- What type of interpreting does the I/T use? Consecutive, simultaneous, whispered?

3-Does the I/T do any translations? If so, what type? Sight or Prepared? What type of documents? _____

4-Does the I/T have time to brief and debrief with the educator prior /after a meeting, an interview, a conference or an assessment? _____

5-How does the I/T know that what is being interpreted is clear to the client or family member? _____

6- What does the I/T do if the client or family member seeks advice during the encounter or prior/after the encounter? _____

7-How does the I/T know that the client or family member understands his/her rights regarding assessment, receiving a given procedure, or understanding the therapy or intervention suggested? _____

8-How does the I/T know that the client or family member is satisfied with his/her services? If I/T does not know, ask what suggestion the I/T has to ensure that services are adequately met? _____

9-What does the I/T do if he/she disagrees with what the SLP says regarding ways of asking a question, requesting information or transmitting information to the client/family member? _____?

10-What does the I/T do if the parent or relative or patient brings in a bilingual advocate to the meeting and the two of them do not agree on the meaning of a given word or a statement? _____

11-What would the I/T suggest to improve services provided to EL clients? _____
_____

12-Is there a difference in interpreting for persons from different specialties such as psychologists, physicians or educators? What is the same or different? _____

13- What makes the job of an I/T easier? _____

14-Are there any professionals with whom the I/T prefers to work with and why?

_____

15-What would make the I/T profession in the educational or allied health profession attractive to more people? _____

_____

PROJECT No. 3(Standards 10-12-15-17-20)
Assessment of a bilingual/bicultural individual (Two persons)
Due: 5-8-2002

Assess a bilingual individual ages 3 to adult.in both his and her dominant language and in English. Secure permission in writing. from the individual or the individual's parents/family.

Conduct the assessment using the services of an interpreter if necessary.

Write a report which includes the following headings.

Name
Date of Birth: **C.A:**
Dates of assessment:
Date of report:

Reason for Referral

Background Information

- Family
- Heath and Development as appropriate
- Educational experience
- Results of previous assessment if available and relevant.

Assessment Procedure (State how testing was conducted, one language at a time, how long was the assessment, describe the process of collaborating with an interpreter if services were used).

Results: Report in a table contrasting similar tasks across languages)
(Use cautionary statement regarding the validity of norms where necessary)

Discussion Include observations as you discuss each area.

- Comprehension/Processing
- Oral Expression
- Reading/Writing

Include observations as you go along-Include protocols
Summary and Recommendations for Intervention

Please answer the following questions:

- What was the most challenging about this project?
- What did you learn from this project?
- How will you use the knowledge you acquired in assessing future bilingual/bicultural clients?

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Grading: (Please read the following information carefully):

- The final grade is based on fulfilling the above readings and assignments in a timely fashion using the point award system described below.

- All assignments must be typed. Assignments which are handwritten will be returned. Points (two points per day) will be discounted for assignments that are turned in late unless there is a valid reason which needs to be discussed with the instructor.

- The take-home quizzes are due on the designated dates. These must be completed alone.

- Regular attendance and constructive class participation will be welcome and may be helpful in improving award of a given grade. I would appreciate knowing when you might be absent or your telling me that you will be absent that very day.

- Coming on time and leaving after the class is dismissed will be very much appreciated. Receiving phone calls or pages is not permitted during class time unless there is an emergency.

Finally:

- WELCOME TO MY CLASS. I LOOK FORWARD TO WORKING WITH YOU THIS SEMESTER. THE SUCCESS OF THE CLASS DEPENDS ON YOUR COMMITMENT. LET ME KNOW HOW I CAN HELP YOU. I WILL BE WILLING TO BE OF ASSISTANCE AS MUCH AS POSSIBLE

- I WOULD LIKE TO HAVE A CLASS WHERE IDEAS ARE SHARED. PLEASE RESPECT OTHER PEOPLES' POINTS OF VIEW. IF YOU HAVE A SPECIFIC CONCERN, PLEASE SEE ME AFTER CLASS. THANK YOU FOR YOUR HELP!!

Point award:	Due date	Points
Project 1	2-20	100 points
Project 2	4-10	100 points
Quick Take Home Test No.1	4-10	50 points
Project 3	5-8	175 points
Take home Quick Test No.2	5-22	50 points
Participation and collaboration		25 points

TOTAL POSSIBLE POINTS= 500

A+	**98-100**	**A**	**94-97**		**A-**	**90-93**	
B+	**87-89**		**B**	**84-86**		**B-**	**80-83**
C+	**77-79**		**C**	**74-76**		**C-**	**70-73**
D	**60-69**		**F<60**				

Student Rights

Please refer to pp. 33-34 in the SJSU SPRING 2002 Course Schedule

Please take a few minutes to tell me about yourself:

EDSP- 263 – Spring Semester 2002

Name:_____

Phone where you can be easily reached:_____ E-mail:_____

Work setting:_____

_____

What experience(s) have you had in working with multicultural/multilingual students/individuals ?

_____

_____

What language other than English do you speak?:_____

Where, how, did you acquire the language?_____

What is your proficiency (Rate yourself from 1 (low) to 5 (high))?

Oral language:_____

Written language:_____

Why are you taking this class?_____

What are you hoping to learn?_____

How do you learn best?_____

Thank you!! Henriette Langdon, Ed. D. CCC-SLP

Since EDIT 273 is classified as a production course, students will be required to apply the knowledge that they have gained in the course in a professional production setting. Students will be asked to produce a professional design portfolio which reflects their abilities as a designer.

Mission Statement

The College of Education continues a long history of preparing educators for a diverse, technologically complex society. Programs prepare students in a variety of educational fields, including teaching and other areas of specialization. Although a large majority of students are graduate candidates seeking California educational credentials or Master's degrees, undergraduate programs in Child Development and Speech Pathology and Audiology are also available.

Within the college, the Instructional Technology Program offers a course of studies that has an emphasis on instructional materials and technology of instruction. Courses offered include basic production and utilization courses intended for students seeking basic teaching credentials as well as advanced courses for those students specializing in materials preparation, media services, computer utilization and instructional design.

GRADUATE SEMINAR, FALL, 1997, FROM ORACY TO LITERACY FINAL EXAMINATION
12 NOON to 3:00 P.M., OPEN BOOK/PORTFOLIO

This graduate seminar has dealt with how individuals, in particular, children with language learning difficulty move along the continuum from oral language (e.g., speaking, listening) to written language (reading and writing). You may use your texts (Language Learning Disabilities in School-Age Children & Adolescents, The Language Continuum, selections from Best Practices I: The Classroom as an Assessment Arena, and the journal Topics in Language Disorders entitled Dyslexia: A Developmental Language-Based Learning Difference.

Please note that many of the questions on this examination ask you to apply what you have learned and read. P. 7 has 2 bonus questions for extra points, if you wish & time perm:

1. Phonemic awareness can be defined as: _____

_____

_____

_____

2. Identify how phonemic awareness may be assessed: _____

_____

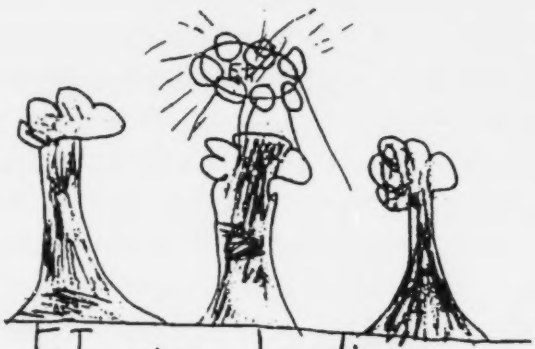
_____

_____

_____

3. Examine the writing sample on the right.

Provide a transcription below:



Indicate this child's state of spelling development _____

Estimate child's grade level) _____

4. Define dyslexia and indicate your source: _____

_____

_____

_____

_____

5. Identify the four strategies used in reciprocal teaching: _____

_____

_____

_____

6. Metaphors begin to be used by children around the age _____.

7. In assessment, the examiner identifies an utterance to be a metaphor using two criteria: They are _____

8. We have talked about the need for both speed and accuracy in performing academic as well as other tasks. In assessing individuals' abilities in the area of of word retrieval, you would expect
   8.1. Normal first graders to respond to a word finding task in _____seconds or less.
   8.2. By the end of elementary school, children typically respond in _____ seconds or less
   8.3. There are at least two hypotheses regarding the source of word finding problems in children. They are _____ and _____
   8.4. Children with word finding difficulties do/do not outgrow them. (circle correct answ

9. Older children, those in high school, who have learning disabilities, on average read at the _____grade level, and write at the _____ level.

10. In reporting assessment results, should age scores be provided? If so, why; if not, why note? (Cite your source).

_____

_____

11. In reporting assessment results, should percentile scores be provided? If so, why; if not why (Cite your source).

_____

_____

12. Compare and contrast dynamic and static assessment: _____

_____

_____

_____

13. Define working memory (provide your source):_____

_____

_____

14. To your right is Sandfy's writing sample from the PIAT-R Written Expression Subtest. Sandy is 11 years old. Analyze each line for errors. Identify the errors and comment on Sandy's phonological morphological, semantic, syntactic and metalinguistic performance.

(1)_____

_____

(2) _____

(3) _____

_____

(4) _____

_____

(5) _____

_____

(6) _____

(7) _____

_____

(8) _____

_____

Sandy's Writing Sample*

1: The Lady is comeing home wen she
2: bropt her purs filled with a hundred
3: bier bills the kids on the street com
4: & go after it. The monay flies in windos
5: & cars. Pepol run for it the brids
6: eving get in on the acson. The money
7: is ever ware then they have a money hunt.
8: Some of it is stihl lost to this very day.

*Text is typeset to protect writer's identity and to ensure focus on composition rather than handwriting.

Comment on overall performance; cite strengths and weaknesses; provide diagnosis and prognosis

_____

_____

_____

_____

_____

_____

15. What other assessment procedures would you recommend: _____

_____

16. Narrative genres differ. Provide a sentence that an examiner might give a child to elicit:

16.1. An account _____

16.2. A recount _____

16.3. An eventcast _____

16.4. An imaginative story _____

17. Define vertical scaffolding and give an example of such scaffolding in relationship to the assessment of a child. (17.1 Definition: _____

_____

17.2: Example of examiner question when evaluating discourse: _____

_____

18. Are there differences between spoken and written text? If so, elaborate those differences and cite source; if not, cite source for no differences.

_____

_____

_____

19. One of the authors in your required reading, wrote about a system-based approach to individual assessment. The author suggested that assessment involves more than administering a few standardized tests and writing up their results. Among those suggestions are:

19.1. Individuals to be interviewed: _____

19.2. Rule systems to be evaluated: _____

19.3. Modalities to be tested: _____

19.4. Linguistic levels to be ascertained: _____

_____

19.5. Variety of stimulus materials: _____

_____

20. Define authentic assessment and specify your source: _____

_____

21. Student portfolios and their contents were defined in one or more of your required readings. Identify your source, and indicate how you might use a student's portfolio to assist in measuring assessment and intervention: 21.1. (Source) _____

_____. 21.2. Assessment uses _____

_____21.3. Intervention uses _____

_____

22. In your required reading you encountered an author who pointed out that comparisons of discourse comprehension through listening and reading can help diagnosticians figure out why students have difficulty understanding textbooks. However, the author notes that there are not many standardized norm-referenced tests that provide for this comparison of listening and reading comprehension, and if they do, they are typically short passages. She suggests appropriate tasks that can be used. She provides a list of common text structures of expository passages in addition to proposing a sentence verification task.

22.1. Identify the author:_____.22.2.Specify the types of text structure:

_____

_____.

22.3. During the assessment of your client this semester, how did you assess your client's listening and reading comprehension? _____

_____

22.4. In retrospect, are there additional methods of evaluating listening and reading comprehension that would have been helpful? If so, identify those strategies:_____

_____

_____

23. Please read "Oh, I Remember Now", a 13 page article, with references. Your on-line task is as follows:

23.1. Specify the factors that influence long-term event memory

23.2: Specify the developmental differences in encoding:

23.3: Specify developmental differences in storage:

23.4: Specify developmental differences in memory retrieval:

23.5. What are the three major questions that should guide you in assessing children's memory? _____

_____

_____

BONUS QUESTIONS 23.6., 1 & 2. : May be answered for extra points, if time permits.

23.6. Review the memory facilitation assessment and intervention chart. 23.6.1 Given the client you assessed this semester, which of those facilitative strategies would you have found helpful?

23.6.2. How would your chosen strategies (23.6.1.) be helpful? Specify those behaviors and/or test responses provided by your client that supports those strategies selected?

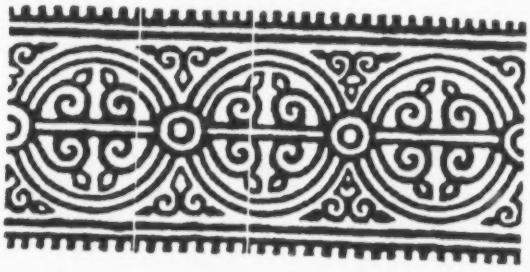
Birth Defects and Disabilities in Pre-Columbian Art

A Presentation by Dr. Carlos F. Salinas
Director of Craniofacial Genetics
Medical University of South Carolina
Charleston SC

Friday October 6, 2000
11:00 a.m.-noon (Illustrated Lecture)
12-12:30 (Questions and Comments)

Student Union Almaden Room

Faculty, staff and students with interests in art, anthropology, anatomy, history, geography, sociology, Latin America, and special education will be shown how ancient cultures (1500 BCE-1492 CE) depicted human malformations in their art and integrated handicapped individuals in their societies.



Sponsored by the Fund for Campus Climate and Related Events, the National Student Speech-Language-Hearing Association, and the US Office of Education Project Zenith.

Birth Defects Observed in Pre-Columbian Art

Carlos F. Salinas, DMD
Medical University of South Carolina
Charleston, South Carolina

Pre-Columbian civilizations developed varying degrees of sophistication before the arrival of the Spanish to the Americas in 1492. A rich heritage of pre-Columbian art has been preserved and numerous studies have been undertaken, particularly from the archeological and anthropological viewpoints. However, little clinical interpretation of these art forms has formally appeared in the literature to date.

This report identifies findings from anthropomorphic figures, dated to the ancient Mesoamerican and Andean civilizations. The figures have been studied relative to dysmorphologic characteristics which may be interpreted as expressions of birth defects or genetic disorders. Samples consists of figures found through a review of the literature, as well as pieces personally examined in museums and private collections located in Colombia, Ecuador, Peru, Chile and Germany.

Findings suggest that a large number of birth defects were as well known to several of the pre-Columbian civilizations as they were to other ancient and contemporary cultures of their existing world. These findings should be viewed as a reflection of the independent and complex cultural patterns from which the figures originated.

The presence of artistic evidence of birth defects in some of these pre-Columbian civilizations suggest that these cultures were sufficiently developed to recognize and record malformative disorders. A considerable number of these figures are extraordinarily realistic and suggest that their makers were not only highly skilled artists, but were individuals with great insight into the disorders they portrayed. In the absence of written records, these figures may have served the purpose of transmitting historically significant information about the civilization in question. The artistic representation of birth defects may be viewed as analogous to the artistic representation of daily life activities observed in many of the artifacts of these ancient civilizations.

These artistic findings represent the earliest records of birth defects in the Americas. Some of them are straightforward portraits of genetic disorders and point to the parallel development of gene mutations in different geographic locations throughout the world. These findings may also represent the result of population migration.

Studies of this nature will bring together the disciplines of anthropology, archeology and dysmorphology in an effort to arrive at accurate interpretations of the evidence observed in pre-Columbian art. The ultimate goal of such inquiry is a better understanding of the fascinating history of mankind.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
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